Jennifer Batchelor  
4402-01 Johnson

**Annotated Bibliography**

Dougherty Stahl, Katherine A. (2012). Complex text or frustration-level text: Using shared

reading to bridge the difference. *The Reading Teacher*, 65, 47-51.

The article was bringing up the idea that regardless of whether you choose class books based on the grade level or the reading level, students can succeed with the right amount of teacher and peer support. The article mentions shared reading as the best method to engage this. The author notes that shared reading begins in the very early grades with big books but can and should continue into the older grades. However, students should have access to individual texts by then that they can hold and look at themselves. The author claims that shared reading also builds a literacy community.

The article was reminiscent of what we recently spoke about in class- the various ways to conduct group or shared reading. It mentioned ways in which echo, choral reading and a lot of teacher modeling while students follow along. It does differ from the Atwell text in that all students are reading teacher or school chosen texts and all on the same level rather than giving the students that freedom. It does, however, imitate Atwell’s notion that you do not outright teach students to comprehend and other reading strategies. It is done through practice and modeling.

Coleman, Julianne M. Golson Bradley, Linda. Donovan, Carol A. (2012). Visual

representations in second graders’ information book compositions”. *The Reading*

*Teacher*, 66, 31-45.

This article expressed the importance of visual representation in the comprehension of text primarily focusing on science text. Science texts can be more academic in language than most subjects are and the authors stress the need for students to have a visual cue while learning/reading on the science subjects. The authors also state the importance of being able to “read” and understand a variety of visual representations from pictures to graphs and statistics. Not only can students understand the text at hand better but the authors note that they are then able to create their own visual representations and therefore extend their knowledge. The authors noted that the steps to engaging students in the interpretation of visuals begin with noticing them through modeling by the teacher. The teacher may point out the caption and call it so for example. Students are then asked a series of questions relaying on the visual for clues to the answers. After this students are asked to write about science concepts they have learned and to provide their own visual representation.

I found this article interesting in that it gives you dialogue and steps for discussing visuals with students. However, this seems to be old news. Visuals are not just important in science but in all subjects through all grades. That is why children start out reading picture books and our college textbooks still feature graphs and tables. It is also why it is so important to use visual representation when working with ELLs; it makes the abstract words more concrete. I do really like the concept of discussing a topic with your students and having them make their own visual though. It cements what was learned in the brain and makes the process personalized.

Kesler, Ted. (2012). Writing with voice. *The Reading Teacher*, 66, 25-29.

Kesler works to prove that a writer’s voice is not monologic, or constant, but rather dialogic and dependent on who it is the writer is addressing. He uses samples of his daughter’s actual writing to discuss writing with a voice and the importance for doing so and how the voice can change when the audience changes. Kesler states, “My daughter’s voice was truly determined by who she wanted to present herself as for the purposes she had with her specific audiences in mind.” He includes several guiding questions to use when working with students to help them develop their dialogic voice.

I’ll admit I have never heard any of these terms before but the article does echo the way I was taught to write in school. I was told numerous times the importance of knowing your audience and knowing the genre or form in which you will write in, a letter for example. The questions to establish the author’s intention that Kesler provides are a great resource though. He also encourages teachers to use technological avenues to engage students in writing and to explore various outlets to do so by listing helpful websites and suggestions in a sidebar of the article.